

Request for Reconsideration of Materials Form and Guidelines

(hereinafter, the “Reconsideration Form”)

It is the intent of Eastampton Community School to endeavor to address the rights of all the district’s constituency, as defined in Policy and Regulation 9130, and its staff with regard to challenged resource materials. Any concerns about challenged materials will be addressed with consideration of the First Amendment in the Bill of Rights of the United States Constitution, American Library Association’s Bill of Rights, Eastampton School District policies and regulations, American Library Association’s Freedom to Read statement; local, state and federal laws, including but not limited to the Freedom to Read Act (2024) N.J.S.A. 18A:34A-1 et seq.; and state instructional regulations, including but not limited to:

- a. **Amistad Commission** (2002) P.L.2002, c.75; A1301 1R: K-12 curricula must include the teaching of the African slave trade, slavery in America, vestiges of slavery in this country, and contributions of African Americans to this country;
- b. **Asian American and Pacific Islander History** (2022) S4021: Requires instruction on history and contributions of Asian Americans and Pacific Islanders.
- c. **Culturally Responsive Teaching** (2020) S2834: Make meaningful connections between what students learn in school and their cultures, languages, and experiences;
- d. **Diversity and Inclusion** (2021) P.L. 2021.032; A4454: Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs;
- e. **Equality & Inclusion** (2017) NJAC 6A:7: Ensure all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, are provided equal access to educational programs and services on/about the Holocaust/Genocide (1994, revised 2018) NJSA 18A:35-28: Curricula in kindergarten through grade 12 address issues of bias, prejudice, and bigotry, including bullying, through the teaching of the Holocaust and genocide;
- f. **LGBTQ** (2019) P.L. 2019, c.006; S1569: Include instruction and adopt materials that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender individuals;
- g. **Quality Single Accountability Continuum (QSAC)**: All schools in NJ are required to be QSAC compliant; compliance specifically requires the inclusion of Holocaust (p 23), Amistad (p 23), LGBTQ (p 62); and

h. Social & Emotional Learning Competencies (adopted by NJ State Board of Education, August 2017): State standards outline expectations according to five competencies: self-awareness, self-management, social awareness, responsible decision-making, relationship skills.

A set procedure will be followed when addressing challenged materials as set forth in Policy and Regulation 9130. The below summary of those provisions is provided solely for convenience, informal guidance and amplification, but is not intended to modify, alter or amend them. Accordingly, Policy and Regulation 9130 are considered controlling in the event that the following summary, or any portion thereof, is inconsistent with them:

1. Procedures to be followed for challenged materials

Any material that is considered to be objectionable by an individual member of the district's constituency or its staff will **NOT** be removed immediately from the curriculum or the collection. The proper procedure for reconsideration of materials must be followed:

- Only individual members of the district's constituency or its staff are authorized to file a Reconsideration Form.
- A putative complainant must fill out a Reconsideration Form accurately and comprehensively prior to the meeting/conference with the Superintendent.
- Depending upon the format of the disputed item, the complainant must have read, viewed or otherwise become familiar with the disputed item in its entirety before filing a Reconsideration Form.
- All fields on this form must be completed accurately and comprehensively in a full and meaningful manner. Incomplete, cursory, or duplicated forms will not be accepted, considered or otherwise processed. However, forms with deficiencies may be revised and resubmitted within a reasonable time.
- A separate form must be completed for each disputed item/title. Forms containing multiple titles will not be considered.
- If the meeting with the Superintendent or designee does not resolve the issue, the Reconsideration Form and any other relevant documents, assuming that someone other than the Curriculum Supervisor acted as the Superintendent's designee during the meeting, will be forwarded to that Supervisor, who, on the Superintendent's behalf unless the Superintendent decides to consider the matter directly or appoints another administrator, will follow the procedures outlined below.
- The complaint questioning certain material will be processed further by the Curriculum Supervisor on the Superintendent's behalf unless the Superintendent

decides to consider the matter directly, or appoints a different administrator. Specifically, the Curriculum Supervisor, if designated to act for the Superintendent in the matter, will notify the original complainant and any consolidated objectors in writing of the outcome of the meeting.

- After receiving the notice from the Curriculum Supervisor, the original complainant, and each consolidated objector, wishing to pursue the matter further, must, in writing, verify their intent to do so. If there is at least one written indication to pursue the matter further by the filing of a properly completed verification form, then a Materials Review Committee will be formed.
- After its establishment, the Materials Review Committee will review the request(s) and pass its recommendations on to the Superintendent and the Board of Education.
- The Superintendent will make a recommendation to the Board of Education for final decision.

2. Materials Review Committee

If the need arises, the Superintendent (or a designee) appoints a committee to review the materials in question. This committee may include some or all of the following:

- School Library/Media Specialist
- Curriculum Supervisor
- Board of Education member
- Administrator
- Teacher in the subject area of the work
- One parent not involved with the complaint

Request Form for Reconsideration of Resource Materials

Initiated by: _____ **Email:** _____

Telephone: _____ **Address:** _____

Material in Question

Print: Author: _____ **Title:** _____

Non-Print: Type: _____ **Title:** _____

Please accurately and comprehensively respond to the following questions. If additional space is needed, please attach one or more separate sheets of paper where you show clearly the question number to which your answer is intended as a response.

1. Have you seen or read this material in its entirety?
2. To what do you object? Please cite specific passages, pages, *etc.*
3. What do you believe is the main idea or theme of this material considered in its entirety?
4. What harm or other ill effects do you feel might result from the continued use of this material? After considering the selection objectives and criteria specified in district Policy and Regulation 2350, are there nevertheless benefits from the continued use of this material?

5. What reviews of this material have you read?

6. If the district is using the material for a specific age group that you believe is inappropriate, for what other age group might this material be suitable?

7. If this is an assigned material, what is your understanding of the teacher's purpose in using this work? If this is self-selected student reading material, then this question may be skipped and continue to question 8.

8. In what way does the material fail to comply with the selection objectives and criteria specified in district Policy and Regulation 2350? Provide specific examples.

1. Below is a partial list where the State of New Jersey, through its laws, regulations or policies, has identified certain instructional objectives that school districts in New Jersey, including ours, must meet. Some of the material in the district's collection may be seen as specifically advancing one or more of those objectives, whereas other material may have nothing to do with a particular objective, provided that in some way it does not otherwise undermine one or more of them. Unless already addressed in your response to Question #4, above, in what ways does the material you are challenging advance one or more of those State instructional objectives? Does the material you are challenging undermine one or more of those objectives? Please check all the ones that you believe apply, and provide specific examples of where, as to those objectives, the material either advances or undermines them, or possibly, in your view, does both:

- Amistad Commission (2002) P.L.2002, c.75; A1301 1R;
- Asian American and Pacific Islander History (2022) S4021;
- Culturally Responsive Teaching (2020) S2834;
- Diversity and Inclusion (2021) P.L. 2021.032; A4454;
- Equity & Inclusion (2017) NJAC 6A:7;
- Holocaust/Genocide (1994, revised 2018) NJSA 18A:35-28;
- LGBTQ (2019) P.L. 2019, c.006; S1569;
- Quality Single Accountability Continuum; and
- Social & Emotional Learning Competencies (adopted by NJ State Board of Education, August 2017).

10. In what ways does the material fail to support the district's commitment to intellectual freedom as expressed in the American Library Association's Library Bill of Rights, the National Council of Teachers of English Students' Right to Read Statement, the New Jersey Freedom to Read Act (2024) NJSA 18A:34A-1 et seq., and the First Amendment of the United States Constitution? Provide specific examples.

11. What action do you recommend that the school take on this material?

12. In its place, what other material do you recommend that would provide adequate and comparable information on the subject?

Signature

Date

First Reading: May 16, 2023

Adopted: June 13, 2023

Updated: March 25, 2026

N.B. Although the following two forms technically are NOT part of the Reconsideration Form itself, they are included here for convenience because they are mentioned in the Guidance above. The Verification Form is NOT to be completed, if at all, until AFTER the meeting/conference with the Superintendent or designee.

Eastampton Township School District

Form Letter/Notice Regarding the Outcome of the Reconsideration Conference/Meeting

To: _____

From: Nicole McGann

Supervisor of Curriculum

Date: _____

Your concern over the use of the resource material identified as _____ in our district is acknowledged. Our school district has developed procedures for selecting materials, but we realize that not everyone will agree with every selection made.

Despite the meeting you had with us, which we appreciate and believe was productive and thought-provoking, the school district still believes the material that's the focus of your concern should remain in our collection. To help you understand the selection process, I am enclosing a copy of our Challenged Materials Policy and Procedures.

If you are still concerned after you review the enclosed material and wish to pursue the matter to the next stage in the process, please sign and date the enclosed verification form and return it to me. Your request then will be forwarded to the Materials Review Committee.

If I have not heard from you by your returning a completed verification form within ten school days of the above date, this will indicate that you no longer wish to have your concerns appealed further, or to have us pursue further our reconsideration of the material, in which case the matter will be closed. Please understand that, if you abandon pursuit of the process now, you will not be allowed to file a new challenge about the same material for another five years, even if your concerns are different from those you had originally expressed.

Thank you for your interest in our district and its students, and please don't hesitate to contact us if you have questions about this matter. Every reasonable effort will be made to reply timely to those questions.

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Eastampton Township School District

Verification Form

To: Nicole McGann

Supervisor of Curriculum

From: _____ *(please print)*

Date: _____

Subject: Reconsideration of Materials

I wish to continue to the next stage in the process of having my concerns about the following title addressed by bringing the matter before the Materials Review Committee:

Name of Challenged Material

Complainant's/Objector's Signature

Date

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